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MATH... " Mathematics.
MOD. LANG....Modern Languages.
NAT. SCI.....Natural Science.
MOR. PHI.....Moral Philosophy.
BIB.....Bible.

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RIDDICK, W. C	Lat—Math.	Wake Forest, N. C.
RIDDICK, W. H	Lat—Grk—Math—Bk-Kpg.	Wake Forest, N. C.
ROBERTSON, A. T	Lat—Grk—Math.	Statesville, N. C.
ROGERS, J. L	Grk—Math—Mod. Lang.	Wake county, N. C.
ROGERS, J. J	Math—Mod. Lang—Nat. Sci.	Wake county, N. C.
ROGERS, W. M	Lat—Grk—Math.	Raleigh, N. C.
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SIMMONS, T. J	Lat—Grk—Math.	Wake Forest, N. C.
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STELL, R. C	Lat—Grk—Math.	Wake county, N. C.
STEPHENSON, M. L	Lat—Mod. Lang—Nat. Sci.	Wake county, N. C.
STRINGFIELD, O. L	Lat—Grk—Mod. Lang.	Pender county, N. C.
SWEANEY, J	Lat—Math—Mod. Lang.	Person county, N. C.
TAYLOR, E. B	Lat—Math—Bk-Kpg.	Raleigh, N. C.
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TERRELL, L. D	Lat—Math—Mod. Lang.	Wake county, N. C.
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WALKER, M H	Lat—Math.	Mecklenburg county, Va.
WALTERS, C. S	Lat—Math.	Caswell county, N. C.
WALTERS, W. R	Lat—Grk—Math.	Granville county, N. C.
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WARD, W. M	Lat—Grk—Math.	Wilson county, N. C.
WILDER, T. B	Math—Mod. Lang—Nat. Sci.	Franklin county, N. C.
WILLIAMS, B. A	Lat—Math.	Anson county, N. C.
WILLIAMS, H. T	Lat—Grk—Math.	Gates county, N. C.
WILLIAMS, J. M	Grk—Bib.	Rockingham county, N. C.
WILLIAMS, S. E	Lat—Nat. Sci—Mor. Phi.	Caswell county, N. C.
WILSON, W. H	Lat—Grk—Math—Mod. Lang.	Guilford county, N. C.
WOMACK, T. P	Grk—Math—Mod. Lang—Mor. Phi.	Caswell county, N. C.
WOOTEN, J. D	Lat—Math—Mod. Lang.	Lenoir county, N. C.
WOOTEN, W. A	Lat—Math—Mor. Phi.	Greene county, N. C.
WOOTEN, W. E	Lat—Math—Mod. Lang.	Lenoir county, N. C.

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Candidates for admission must furnish satisfactory testimonials of good moral character, and, if coming from other incorporated Institutions, must present certificates of honorable dismission.

The applicant must report to the President within twenty-four hours after his arrival, and any delay beyond that time may be made a bar to his admission. He will be referred to the Bursar, with whom he will settle the expenses of the term. He will then arrange, with the several Instructors, his course of study.

Students coming unprepared to enter the Schools, will receive instruction in such preliminary studies as shall be necessary to qualify them for entrance.

The Text-books used in these studies are Bingham's Latin Grammar and Reader, Goodwin's Greek Grammar, White's First Lessons in Greek, Xenophon's Anabasis, Robinson's Practical Arithmetic, Robinson's Higher Arithmetic, Robinson's Elementary Algebra, Norton and Porter's First Book of Science, Well's Science of Common Things, Greene's English Grammar, Hart's Composition and Rhetoric.

SCHOOLS.

The Course of Study comprises seven Schools.—Latin, Greek, Modern Languages, Mathematics, Natural Science, Moral Philosophy, and The Bible:

I. Latin.

II. Greek.

III. Modern Languages,
1. English Language and Literature.
2. French Language and Literature.
3. German Language and Literature.

IV. Mathematics,
1. Algebra and Geometry.
2. Trigonometry and Surveying
3. Analytical Geometry and Calculus.

V. Natural Science,
1. Chemistry.
2. Physics and Astronomy.
3. Natural History.

VI. Moral Philosophy,
1. Logic and Rhetoric.
2. Mental and Moral Science.
3. Political Economy and History.
4. Evidences of Christianity.

VII. The Bible.

SCHOOL OF LATIN.

PROF. TAYLOR.

JUNIOR CLASS.—In order to enter this class, a student must be able to pass a satisfactory examination on Bingham's Latin Grammar. During the first term the class will read Cornelius Nepos, and during the second term will read Vergil's Æneid, and study hexameter verse. Bingham's Grammar will be reviewed, and the study of Arnold's Prose Composition begun. Original exercises will be required weekly.

INTERMEDIATE CLASS.—No student will be allowed to enter this class without having passed examination on the work of the Junior Class, or its equivalent. This class will read Cicero's Orations during the first term, and Horace during the second term, giving attention to the study of Latin Prosody. Gildersleeve's Grammar and Arnold's Prose Composition will be studied, and original exercises written.

SENIOR CLASS.—A satisfactory examination on the work of the Intermediate class, or its equivalent, must be passed before a student will be allowed to enter the Senior Class. Cicero's Letters, Tacitus, and Juvenal, will be read. Gildersleeve's Grammar, Smith's History of Rome, and Wilkins' Roman Antiquities will be studied, and original exercises will be required weekly.

The following books are recommended for use throughout the course: Harper's Latin-English Lexicon; Andrews' English-Latin Lexicon; Smith's Dictionary of Classical Antiquities; Long's Ancient Atlas.

SPECIMEN OF WRITTEN EXAMINATION IN LATIN.

SENIOR LATIN EXAMINATION, 1878-'79.

I. Translate into English:

(a) M. Fabii Quintiliani de Institutione Oratoria. Lib. I. Cap. xii. 1—8. Quæri solet, an, etiamsi discenda sint hæc, eodem tempore tamen tradi omnia et percipi possint. Negant enim quidam, quia confundatur animus ac fatigetur tot disciplinis in diversum tendentibus, ad quas nec mens, nec corpus, nec dies ipse sufficiat, et, si maxime hæc patiatur ætas robustior, tamen puriles annos onerari non oporteat. Sed non satis perspiciunt, quantum natura humani ingenii valeat: quæ ita est agilis et velox, sic in omnem partem, ut ita dixe-

rim, spectat, ut ne possit quidem aliquid agere tantum unum; in plura vero, non eodem die modo, sed eodem temporis momento, vim suam impendat. An vero citharoedi non simul et memoriæ, et sono vocis, et pluribus flexibus, serviunt, quum interim alios nervos dextra percutiunt, alios læva trahunt, continent, præbent; ne pes quidem otiosus certam legem temporum servat? et hæc paritur omnia. Quid! nos agendi subita necessitate deprehensi, nonne alia dicimus, alia providemus, quum pariter inventio rerum, electio verborum, compositio, gestus, pronunciatio, vultus, motusque desiderentur? Quæ si, velut sub uno conatu, tam diversa parent simul, cur non pluribus curis horas partiamur? quum præsertim reficiat animos ac reparet varietas ipsa contraque sit aliquanto difficilius in labore uno perseverare. Ideo et stilus lectione requiescit, et ipsius lectionis tædium vicibus levatur. Quamlibet multa egerimus, quodam tamen modo recentes sumus ad id, quod incipimus. Quis non obtundi possit, si per totum diem cuiuscunque artis unum magistrum ferat? Mutatione recreabitur, sic ut in cibis, quorum diversitate reficitur stomachus, et pluribus minore fastidio alitur. Aut dicant isti mihi, quæ sit alia ratio discendi? grammatico soli deserviamus? deinde geometræ tantum; omittamus interim quod didicimus? mox transeamus ad musicum, excidant priora? et quum Latinis studebimus literis, non respiciamus ad Græcos? et, ut semel finiam, nihil faciamus, ni i novissimum?

(b) Q. Horati Flacci Carmina. Lib. II, xvi. 28 lines.

Otium divos rogat in patenti
Prensus Ægæo, simul atra nubes
Condidit lunam neque certa fulgent
Sidera nautis;

Otium bello furiosa Thrace,
Otium Medi pharetra decori,
Grosphe, non gemmis neque purpura
venale neque auro.

Non enim gazæ neque consulares
Summovet lictor miseros tumultus
Mentis, et curas laqueata circum
Tecta volantes.

Vivitur parvo bene cui paternum
Splendet in mensa tenui salinum,
Nec leves somnos timor aut cupido
Sordidus aufert.

Quid brevi fortes jaculamur aevo
Multa? Quid terras alio calentes
Sole mutamus? Patriæ quis exul
Se quoque fugit?

Scandit æratas vitiosa naves
Cura, nec turmas equitum relinquit,
Ocior cervis, et agente nimbos
Ocior Euro.

Lactus in præsens animus quod ultra
est
Oderit curare, et amara lento
Temperet riso; nihil est ab omni
Parte beatum.

II. Translate into Latin:

When the Consul was on the point of setting out from Rome, he called together the Senate, and said that he would never have undertaken so great a war, if he had not believed that they were ready to give him enough of men and money; that he was about to fight against a great people and a skilful general; that they ought to send him the three legions which he had commanded before he left Spain. What, he said, could he accomplish without soldiers, even if he should act wisely?—that they must remember, if he should be conquered.

that he had asked them for three legions and money, before he left them. When the Senate had listened in silence to his words, and he had taken his seat, there was a pause, because no one wished to be the first to speak. At last, Vellius arose and said that, if the consul had shown himself a friend to the Senate, they would have given him soldiers, but that he feared that he would use the legions for himself and not in behalf of the State.

III. Questions on last half of Latin Grammar:

1. Mention the several uses of the Optative Subjunctive.

2. Give rules for Gender of an adjective predicate with several combined subjects.

3. What is the exceptional use of Subjunctive tenses in Sentences of Result?

4. By what particles are Causal Sentences introduced? State principles for use of the moods with them.

5. Mention the several cases in which Quin is used.

6. Classify the Temporal Sentences, and state the use of the tenses in each.

7. When is the Indicative used in Unreal Conditional Sentences?

8. How are Interrogative Sentences transferred from Direct to Indirect Narration?

IV. Identify the Metre of the following Verses, marking, also, the quantity, ictus and cæsuræ.

1. Dum longus inter sæviat Ilion
Romamque pontus, qualibet exules
In parte regnanto beati;
Dum Priami Paridisque busto
2. Scandit æratas vitiosa naves
Cura nec turmas equitum relinquit
Ocior cervis, et agente nimbos
Ocior Euro.
3. Labuntur altis interim ripis aquæ,
Queruntur in sylvis aves.
4. Multos castra juvant et lituo tubæ
Permixtus sonitus bellaque matribus.

V. Questions on Roman History.

1. What is the nature and what are the sources of early Roman History?

2. What led to the appointment of Dictators? Give an account of their administration and laws.

3. How came Tribunes of the Plebs to be appointed? What were the duties and privileges of their office?

4. What were the Licinian Rogations?

5. Give an account in outline of the events of the Second Punic War.

6. Give a full account of the Roman Senate, as it was at the close of the Punic Wars.

7. Give an outline of the career of Caius Gracchus.

8. Give an outline of the career of Marius.

9. Give an outline of the History of the First Triumvirate.

2. SCHOOL OF GREEK.

PROF. ROYALL.

To enter this School, the student must be familiar with the laws of orthography, euphony, and accent; the inflections, and the leading principles of syntax; and be able to translate readily any passage from the first book of Xenophon's Anabasis.

To pass from a lower to a higher class, he must have stood satisfactory examinations upon what has been gone over; and to secure a Certificate of Proficiency, he must have successfully completed the studies of the Senior Class.

The course of instruction in this School is merely indicated below. Readings are not confined exclusively to the authors named. Much stress is laid throughout upon the writing of Greek. Beginning in the Junior Class with the simpler constructions, the exercise work is made to unfold progressively the idioms of the language.

Each class recites daily.

JUNIOR CLASS.—Xenophon and Lysias; Hadley's and Goodwin's Grammars; Jones's Exercises in Greek Prose; Fyffe's History of Greece; Mythology.

INTERMEDIATE CLASS.—Herodotus, Homer, and Thucydides; Grammars continued; Sidgwick's Exercises in Greek Prose; Mahaffy's Old Greek Life.

SENIOR CLASS.—Demosthenes, Plato, and Sophocles or Euripides; Greek Composition; Study of the Metres; Smith's History of Greece; Literature.

Lexicons.—Liddell and Scott's Greek-English and Yonge's English-Greek.

Examination in Intermediate Greek.

1. Translate:

1. Καὶ πρῶτον μὲν πυνθανομένου τινός, πότερον Θεμιστοκλῆς διά συνουσίαν τινὸς τῶν σοφῶν ἢ φύσει τοσοῦτον διήνεγκε τῶν πολιτῶν, ὥστε πρὸς ἐκεῖνον ἀποβλέπειν τὴν πόλιν, ὁπότε σπουδαίου ἀνδρὸς δεηθείη, ὁ Σωκράτης βουλόμενος κινεῖν τὸν Εὐθύδημον εὐηθες ἔφη εἶναι τὸ οἰεσθαι τὰς μὲν ὀλίγου ἀξίας τέχνας μὴ γίγνεσθαι σπουδαίους ἄνευ διδασκάλων ἱκανῶν, τὸ δὲ προεστάναι πόλεως, πάντων ἔργων μέγιστον ὄν, ἀπὸ ταὐτομάτου παραγίγνεσθαι τοῖς ἀνθρώποις. Πάλιν δέ ποτε παρόντος τοῦ Εὐθυδήμου ὁρῶν αὐτὸν ἀποχωροῦντα τῆς συνεδρίας καὶ φυλαττόμενον, μὴ δόξῃ τὸν Σωκράτην θαυμάζειν ἐπὶ σοφίᾳ· Ὅτι μέν, ἔφη, ὦ ἄνδρες, Εὐθύδημος οὑτοσὶ ἐν ἡλικίᾳ γενόμενος, τῆς πόλεως λόγον περί τινος προτιθείσης, οὐκ ἀφέξεται τοῦ συμβουλεύειν εὐδηλόν ἐστιν ἐξ ὧν ἐπιτηδεύει δοκεῖ δέ μοι καλὸν προοίμιον τῶν δημηγοριῶν παρασκευάσασθαι φυλαττόμενος, μὴ δόξῃ μανθάνειν τι παρά του· δῆλον γὰρ ὅτι λέγειν ἀρχόμενος ὧδε προοιμιάσεται.

Xen. Mem. IV. 2.

2. Ἐπειδὴ δὲ ἐπύθοντο οἱ Κερκυραῖοι τὴν παρασκευήν, ἐλθόντες ἐς Κόρινθον μετὰ Λακεδαιμονίων καὶ Σικυωνίων πρέσβεων, οὓς παρέλαβον, ἐκέλευον Κορινθίους τοὺς ἐν Ἐπιδάμνῳ φρουροὺς τε καὶ οἰκήτορας ἀπάγειν, ὡς οὐ μετὸν αὐτοῖς Ἐπιδάμνου. εἰ δέ τι ἀντιποιοῦνται, δίκας ἤθελον δοῦναι ἐν Πελοποννήσῳ παρὰ πόλεσιν αἷς ἂν ἀμφότεροι ξυμβῶσιν· ὁποτέρων δ' ἂν δικασθῇ εἶναι τὴν ἀποικίαν, τούτους κρατεῖν. ἤθελον δὲ καὶ τῷ ἐν Δελφοῖς μαντείῳ ἐπιτρέψαι. πόλεμον δὲ οὐκ εἴων ποιεῖν· εἰ δὲ μή, καὶ αὐτοὶ ἀναγκασθήσεσθαι ἔφασαν, ἐκείνων βιαζομένων, φίλους ποιεῖσθαι οὓς οὐ βούλονται, ἑτέρους τῶν νῦν ὄντων μᾶλλον, ὠφελίας ἕνεκα. οἱ δὲ Κορίνθιοι ἀπεκρίναντο αὐτοῖς, ἢν τάς τε ναῦς καὶ τοὺς βαρβάρους ἀπὸ Ἐπιδάμνου ἀπογάγωσι, βουλεύσεσθαι· πρότερον δὲ οὐ καλῶς ἔχειν τοὺς μὲν πολιορκεῖσθαι, αὐτοὺς δὲ δικάζεσθαι. Κερκυραῖοι δὲ ἀντέλεγον, ἢν καὶ ἐκεῖνοι τοὺς ἐν Ἐπιδάμνῳ ἀπαγάγωσι, ποιήσειν ταῦτα· ἑτοῖμοι δὲ εἶναι καὶ ὥστε ἀμφοτέρους μένειν κατὰ χώραν, σπονδὰς δὲ ποιήσασθαι ἕως ἂν ἡ δίκη γένηται.

Thucydides I. 28.

II. In the passage from Thucydides, explain

1. Construction of *ξυμβῶσι*; and give synopsis.
2. Augment of *εἴων*.
3. Construction of *ἑτοῖμοι εἶναι*.

III. Translate into Greek:

There was once a merchant, who married a rich and beautiful girl, loving her indeed not a little, but chiefly from desire for her wealth. When he had married her, he proposed to her that they should agree, in consequence of their great love, that if one of them died the other should commit suicide. Not long afterward he saw another beautiful, rich girl, whom he desired to have instead of his present wife. So he went a journey with a faithful servant, and after travelling two days he sent back his servant to his wife, ordering him to tell her that her husband had been drowned in crossing a river, and to show her his cloak, saying that everything else had disappeared with the dead man. But she, noticing that some money which she had hidden in the cloak was gone, believed that the message was false. But she concealed her thoughts, and took a bottle and drank it off, saying: "Now go to the people and tell them how a faithful wife poisons herself when her husband is dead." But he went back to the merchant and related that the wife had drunk poison. And the merchant went and married the other girl. But when he came home with the bride, the wife met him at the door, and said: "Dismiss this maiden who is not your wife; for that which I drank was only wine."

Sidgwick's Greek Prose Comp., xliv.

IV. *a.* Give the dates of the following epochs and events:

1. Institution of Annual Archons. 2. Legislation of Solon. 3. Expulsion of Hippias, and Reforms of Clisthenes. 4. Principal Battles of the Persian Wars. 5. Commencement of Peloponnesian War. 6. Blockade of Sphacteria. 7. Siege of Syracuse. 8. Close of Peloponnesian War. 9. Supremacy of Sparta. 10. Supremacy of Thebes. 11. Career of Philip of Macedon. 12. Career of Alexander the Great.

b. Mention the distinguishing circumstances connected with the greatness or the infamy of each of the following men:

1. Lycurgus. 2. Solon. 3. Cyrus the Great. 4. Miltiades. 5. Leonidas. 6. Themistocles. 7. Pericles. 8. Alcibiades. 9. Lysander. 10. Agesilaus. 11. Epaminondas. 12. Timoleon.

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3. SCHOOL OF MODERN LANGUAGES.

PROFS. PRITCHARD, ROYALL, AND TAYLOR.

1. *ENGLISH LANGUAGE AND LITERATURE:*
   Angus's Handbook of English; Shaw's Manual of English Literature (Backus); Written Analyses and Exercises.

2. *FRENCH LANGUAGE AND LITERATURE:*
   Ahn's French Method; Littérature Francaise, "Classique" and "Cotemporaine;" Molière.

3. *GERMAN LANGUAGE AND LITERATURE:*
   Ahn's German Method; Schiller; and Fouqué's Undine.

Specimen of Written Examination on English Language, 1879–80.

1. Explain how words enter the English language from the Latin directly, and indirectly through the French; and tell how such words are to be recognized.

2. Discuss the origin, and give the various uses of the several forms of the verb in "ing."

3. Give in full the uses of "shall" and "will" in principal and dependent sentences.

4. Mention the several cases in which the verbal predicate is singular, and those in which it is plural.

5. What are (*a*) the uses and (*b*) the sources of a copious diction?

6. What is the most essential quality of sentences? By what method may it be secured?

7. What words are of Anglo-Saxon origin, as determined by the things to which they are applied?

Specimen of Written Examination in French Grammar. Junior Examination, 1879–80.

1. What adjectives double their final consonant, and add *e*, to form the feminine?

2. Give rules for the position of adjectives.

3. Explain the uses of conjunctive and disjunctive personal pronouns in the several cases, and state the rules for position.

4. Render into French, and give rules for constructions: 1. Whatever faults he may have committed, I will forgive him. 2. However great his fault may be, I will forgive him. 3. Whatever his faults may be, I will forgive him.

5. When are the impersonal expressions *it is*, *it was*, etc., rendered by *c'est*, *ce fut*, etc.; and when by *il est*, *il fut*, etc.?

6. Give rules for use of subjunctive and for sequence of tenses.

7. Give the primitive parts and future of the following verbs: *Acquérir*, *offrir*, *venir*, *mourir*, *pouvoir*, *savoir*, *valoir*, *craindre*, *paraître*, *prendre*.

8. Inflect the pres. indic. of *venir;* impf. indic. of *paraître;* pres. indic. of *prendre;* pres. subj. of *savoir;* impf. sub. of *pouvoir*.

Exercise.

1. I cannot be silent when I see something which displeases me.

2. If you should deceive me, I would tell your father.

3. Do you wish me to sit down beside you?

4. Thy brother is loved and praised by his masters, because he is industrious and attentive; but thou art blamed because thou dost not like to work.

5. I like being here very much, but I should like it better if I had a little more work.

6. We have quite as many books, but we have not so many maps.

7. My friends have asked you for this book; why have you not given it to them?

8. These fruits belong to the children of our neighbor; give them back to them; do not eat them.

9. There is the tree under which we have rested so often, and whose leaves are already falling.

10. I know some of these gentlemen, but I know more of these ladies.

11. The law will punish everybody who does not obey it.

Extract for Translation.

Comme il parlait, don Quichotte aperçut deux religieux bénédictins, montés sur deux grandes mules, qui lui parurent des dromadaires. Chacun avait son parasol et ses lunettes de voyage. Derrière eux venaient leurs valets à pied; plus loin un carrosse entouré de quatre ou cinq hommes à cheval, etc., etc. (More than a page omitted.)

Abrége des Aventures de Don Quichotte, ch. iv.

Final German Examination, 1878–79.

I. Translate into English The Piccolomini by Schiller, Act III.

Fünfter Auftritt.

Thekla und Max Piccolomini.

Thekla

(sobald die Gräfin sich entfernt hat, schnell und heimlich zu Piccolomini).

Trau' ihnen nicht. Sie meinen's falsch.

Max.

Sie könnten —

Thekla.

Trau' niemand hier, als mir Ich sah es gleich,
Sie haben einen Zweck.

Max.

Zweck! aber welchen?
Was hätten sie davon, uns Hoffnungen —

Thekla.

Das weiß ich nicht. Doch glaub' mir, es ist nicht
Ihr Ernst, uns zu beglücken, zu verbinden.

Max.

Wozu auch diese Terzkys? Haben wir
Nicht deine Mutter? Ja, die Gütige
Verdient's, daß wir uns kindlich ihr vertrauen.

Thekla.

Sie liebt dich, schätzt dich hoch vor allen andern;
Doch nimmer hätte sie den Muth, ein solch
Geheimniß vor dem Vater zu bewahren.
Um ihrer Ruhe willen muß es ihr
Verschwiegen bleiben.

Max.

Warum überall
Auch das Geheimniß? Weißt du, was ich thun will?
Ich werfe mich zu deines Vaters Füßen,
Er soll mein Glück entscheiden, er ist wahrhaft,
Ist unverstellt und haßt die krummen Wege,
Er ist so gut, so edel —

Thekla.

Das bist du!

* * * * * * *

(*The other page of the text omitted for want of space.*)

II. Questions on Grammar.

1. Give the endings of feminine derivative nouns.
2. Decline in full all the personal pronouns.

3. Give the endings and peculiar uses of the three declensions of adjectives.

4. What are the three methods of using the possessive pronouns as predicates?

5. When is haben used as the auxiliary of tense? When is sein used?

6. Distinguish between the separable and inseparable verbs in accent and use.

7. Give rules for order of words in German sentences, with an illustration of each.

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4. SCHOOL OF MATHEMATICS.

PROF. MILLS.

To enter this School, the student must understand Arithmetic, and Algebra to Equations of the Second Degree.

JUNIOR CLASS.—Algebra and Geometry, comprising Simple and Quadratic Equations, Proportion, Series, Logarithms, and Plane, Solid, and Spherical Geometry.

INTERMEDIATE CLASS.—Trigonometry and Land Surveying, comprising Plane and Spherical Trigonometry, Mensuration of Heights and Distances, Land Surveying, and Navigation.

SENIOR CLASS.—Algebraic Conics; Differential and Integral Calculus.

Text-Books.—Robinson's University Algebra; Wentworth's Geometry; Robinson's Trigonometry; Robinson's Surveying and Navigation; Loomis's Analytical Geometry and Calculus.

Examination for Admission, given June 4, 1879.

1. Add $\frac{a}{a+c}$, $\frac{2c}{a-c}$, and $\frac{c}{a+c}$.

2. Simplify $\frac{a+\frac{b}{c}}{a+\frac{c}{b}}$.

3. Given $\frac{x+1}{3}+\frac{3x-5}{5}=\frac{9x}{10}$, to find x.

4. Given $\left\{\begin{array}{l}\frac{4}{x}-\frac{4}{y}=1\\ \frac{x}{4}-\frac{y}{2}=-\frac{3}{2}\end{array}\right\}$ to find x and y.

5. Given $\left\{\begin{array}{l} \dfrac{6x^2 - 24y^2 + 130}{2x - 4y + 3} = 3x + 6y + 1 \\ \dfrac{9xy - 110}{3y - 4} + \dfrac{151 - 16x}{4y - 1} = 3x \end{array}\right\}$ to find x and y.

6. Given $\left\{\begin{array}{l} 3x + 9y + 8z = 41 \\ 5x + 4y - 2z = 20 \\ 11x + 7y - 6z = 37 \end{array}\right\}$ to find x, y, and z.

7. If A give B two-thirds of his money, B will have \$240; and if B give A three-fourths of his money, A will have \$240; how much has each?

8. Expand $(-3a^2b^3c^5)^3$.

9. Extract the square root of $4a^4b^2 - 12a^3b^2 + 8a^3b^3 + 9a^2b^2 - 12a^2b^3 + 4a^2b^4$.

10. Extract the square root of .1082410.

Examination in Junior Mathematics, given January 13th, 1880.

1. Add $\sqrt{\frac{3}{4}}$, $\sqrt{\frac{1}{3}}$, $\sqrt{\frac{1}{12}}$.

2. Divide $\dfrac{\sqrt{a}}{\sqrt[3]{x}}$ by $\dfrac{\sqrt[4]{a^3}}{\sqrt[3]{x^2}}$

3. Multiply $(\sqrt{a} + \sqrt{-c})$ by $(\sqrt{a} - \sqrt{-c})$.

4. Given $\dfrac{\sqrt{6}x - 2}{\sqrt{6}x + 2} = \dfrac{4\sqrt{6}x - 9}{4\sqrt{6}x + 6}$, to find x.

5. Given $\dfrac{x}{x+1} + \dfrac{x+1}{x} = \dfrac{13}{6}$, to find x.

6. Given $\left\{\begin{array}{l} x^2 + xy = 12 \\ xy - 2y^2 = 1 \end{array}\right\}$ to find x and y.

7. Find the sum of n terms of the series, 1, 2, 3, 4, 5, 6, &c.

8. Find the value of $\frac{5}{3}$, 1, $\frac{3}{5}$, $\frac{9}{25}$, &c., to infinity.

9. Expand $(a+b)^{\frac{1}{3}}$.

10. Develop by method of Indeterminate Coefficients $\dfrac{1-x}{1-3x-2x^2}$

Examination in Intermediate Mathematics, given January 14, 1880.

1. Define *sine*, *cosine*, *tangent*, and *cotangent*.

2. Give the signs of the tangent in the four quadrants, and explain how they are determined.

3. Show that the sin. $(a + b) =$ sin. a cos. $b +$ cos. a sin. b.

4. In the triangle $A\ B\ C$, $A = 50°$, $C = 30°$, $B = 10$. Show how the other parts may be found.

5. In the spherical triangle $A\ B\ C$, C (the hypothenuse) $= 80°$, B (one of the oblique angles) $= 40°$. Show how the other parts may be found.

6. Work out the formula for finding the area of a plane triangle when the sides are given.

7. How many square yards in a plane triangle whose sides are 78, 82, and 100 feet?

8. Tell how we may find the area of a regular polygon; of a circle; of a sector; and of a circular segment.

9. Tell how to find the surface of a right prism; of a right pyramid; of a right cone; of a frustum of a right pyramid; of a frustum of a right cone; and of a sphere.

10. Tell how to find the volume of a right prism; of a right pyramid; of a right cone; of a frustum of a right pyramid; of a frustum of a right cone; and of a sphere.

Examination in Senior Mathematics, given January 14, 1880.

1. What is the object of Differential Calculus?

2. Differentiate $(x^3 + a)\ (3\ x^2 + b)$.

3. Differentiate $(a\ \sqrt{x} - \frac{x}{3})$.

4. If the sides of an equilateral triangle increase uniformly at the rate of half an inch per second, at what rate is the area increasing when the sides become 8 inches?

5. Required the least square which can be inscribed within a given square.

6. Find the differential of $\log. \left\{ \frac{x}{\sqrt{a^2 + x^2}} \right\}$.

7. The diameter of a circle being 10 feet, it is required to find the tangent and subtangent to an abscissa of 3 feet from the centre.

8. Find the integral of $a\ x^2\ d\ x + \frac{d\ x}{2\ \sqrt{x}}$.

9. Find the integral of $\frac{d\ x}{1 + x^2}$.

10. Find the integral of $x^5\ (a + b^2\ x^4)^3\ d\ x$.

11. It is required to find the area of any parabola.

12. If the diameter of the driving-wheel of an engine be six feet, how far will each point in the circumference of the wheel move while the engine is running from Wake Forest to Raleigh (a distance of seventeen miles), the railroad track being considered a straight line?

5. SCHOOL OF NATURAL SCIENCE.

PROF SIMMONS.

In this School, oral instruction and experimental illustrations are made prominent. The pupil is, nevertheless, required to prepare from the text-books the subject-matter of each recitation; and the success with which he has performed this duty is noted by the Professor, and made an element in determining his grade of scholarship. The valuable apparatus and cabinet afford much assistance in acquiring scientific knowledge.

To succeed in this School, the student must be well acquainted with Arithmetic, Algebra, Geometry, and Trigonometry.

I. CHEMISTRY:

1. Inorganic Chemistry; 2. Applied Chemistry.

II. PHYSICS AND ASTRONOMY:

1. Mechanics; 2. Hydrostatics; 3. Pneumatics; 4. Sound; 5. Magnetism; 6. Electricity; 7. Heat; 8. Light; 9. Meteorology; 10. Astronomy.

III. NATURAL HISTORY:

1. Zoölogy; 2. Geology and Mineralogy; 3. Physiology and Hygiene; 4. Botany.

TEXT-BOOKS.—Stöckhardt's Principles of Chemistry; Johnston's Elements of Agricultural Chemistry and Geology; Olmsted's College Philosophy; Loomis's Treatise on Meteorology; Olmsted's College Astronomy; Steele's Zoölogy; Hooker's Geology and Mineralogy; Hooker's Physiology; Gray's Lessons and Manual of Botany.

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SPECIMENS OF WRITTEN EXAMINATIONS IN NATURAL SCIENCE.

EXAMINATION IN BOTANY, GIVEN JUNE 1, 1880.

1. Name and describe all the different kinds of buds, and explain the two systems of phyllotaxy (leaf-arrangement).

2. Explain morphology, and name and describe the various forms of subterranean stems, and the various kinds of leaves other than foliage leaves.

3. Explain the object of the flower; name and describe all the parts of a complete flower, and give the use of each part.

4. Explain determinate and indeterminate inflorescence, (centrifu-

gal and centripetal), and name and describe the several flower-clusters comprised in each mode of inflorescence.

5. In the structure of flowers, explain union and consolidation (cohesion and adhesion); describe the papilionaceous and ligulate corolla.

6. Name and describe the several kinds of fleshy, stone, and dry fruits.

7. Name and describe the twenty-four classes and the twelve orders of the Artificial (Linnæan) System of Classification.

WRITTEN EXAMINATION IN APPLIED CHEMISTRY, GIVEN JUNE 1, 1880.

1. Explain how draining benefits land, and give a summary of the economical advantages resulting therefrom.

2. Explain the chemical and other effects of common ploughing; also, the advantages of deep ploughing and of subsoiling.

3. Give the general classification of manures, and explain what is meant by green manuring, and how it benefits the soil.

4. Explain why animal excretions are richer in nitrogen and saline substances, and hence, more valuable as fertilizers, weight for weight, than the vegetable food from which they have been formed.

5. Is it better to plough in green or eat off with sheep? Give the reasons on both sides.

6. Explain the high fertilizing power of bird manure, and give the chemical tests for a good article of guano.

7. Explain why saline manures must be applied to soils, and state the circumstances necessary to insure their success.

8. State the composition of limestone, shell-sand, and marl, and the circumstances affecting their value as fertilizers.

9. Explain the action of mild lime (carbonate of lime) and caustic lime as manures, and account for the impoverishing effects of lime, and why liming must be repeated.

10. Explain the use of the several ingredients of milk as an article of diet, and illustrate the injurious effects of long-continued dairy husbandry on pasture lands, and give the remedy.

WRITTEN EXAMINATION IN PHYSIOLOGY AND HYGIENE, GIVEN APRIL 26, 1880.

1. Point out the distinctions between man and the lower animals.

2. Describe the spine—including the spinal cord and intervertebral cartilage. State the objects to be secured in the construction of the spinal column.

3. Describe muscle and tendon, explain how motion is produced, and illustrate the three orders of levers in the animal mechanism.

4. Describe the digestive apparatus in man, ruminating animals, and birds. Give an outline of the digestive process.

5. State the objects of the circulation of the blood. describe the circulatory apparatus, and illustrate the course of the blood through the *systemic* and *pulmonary* circulations.

6. Describe the respiratory apparatus in man, fishes, and insects.

7. Explain how inspiration and expiration are effected, show the object of breathing, and the importance of ventilation, and account for animal heat.

8. Describe the vocal and auditory apparatus, and give the physiology of speaking and hearing.

9. State the sources of our knowledge of hygiene, and give the hygiene of digestion, circulation and respiration.

WRITTEN EXAMINATION IN PHYSICS, GIVEN MAY 6, 1880.

1. Explain what is meant by the coefficient of expansion by heat; illustrate how the co-efficient of linear expansion of solids is determined, and demonstrate from the coefficient of linear expansion, how to find the coefficient of superficial and cubic expansion.

2. State the methods by which heat is communicated; give the laws of radiation and reflection of heat, and illustrate convection in the heating of water and air.

3. Explain what is meant by specific heat; show how the specific heat of bodies is ascertained; name the substance which has the greatest specific heat, and state some of the advantages resulting from this wise provision.

4. Demonstrate that the intensity of light varies inversely as the square of the distance; that the brightness of objects in a perfectly transparent medium is the same at all distances, and that in an imperfectly transparent medium the brightness diminishes in a geometrical ratio.

5. In convex and concave mirrors, give the position of the principal focus (focus of parallel rays), and the law of images for every position of the object, stating whether the image is enlarged or diminished, erect or inverted, real or apparent, before or behind the mirror.

6. State the law of refraction of light; explain why there is a limit of transmission of light when passing from a denser to a rarer medium, but not when passing from a rarer to a denser medium; demonstrate how this limit is found when the indices of refraction of the two media are known, and state what becomes of the ray which cannot be transmitted.

7. Name the prismatic colors in the order of their refrangibility; explain how ordinary light may be analyzed into seven colors, and how the same colors may be reunited and form white light; what are Fraunhofer lines?

8. Explain the corpuscular and undulatory theories of light; state which has the preference, and why; account for refraction, polarization, and interference.—by the undulatory theory.

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6. SCHOOL OF MORAL PHILOSOPHY.

PROF PRITCHARD.

METHOD OF INSTRUCTION.

The recitation of the text—the student giving without interruption, the course of thought pursued by the author, followed by questions and familiar lectures on the part of the instructor.

The classes will be expected, in addition, to form an exhaustive analysis and classification of each subject, which will serve as the basis of occasional reviews, and greatly assist in the written examination.

1. LOGIC AND RHETORIC:
   TEXT-BOOKS—Logic, Jevon; Rhetoric, Hill.
2. MENTAL AND MORAL SCIENCE:
   TEXT-BOOKS—Mental Science, Porter; Moral Science, Calderwood.
3. POLITICAL ECONOMY AND HISTORY:
   TEXT-BOOKS—Political Economy, Chapin's Wayland; History, Swinton's Course.
4. EVIDENCES OF CHRISTIANITY:
   TEXT-BOOKS—Butler's Analogy; Alexander's Evidences.

EXAMINATION IN MENTAL SCIENCE, 1879–'80.

1. What are the sources of human knowledge?
2. Define and illustrate Consciousness.
3. Define Sense-perception.
4. What does the author say of acquired Sense-perception?
5. Prove that the soul acts in Sense-perception.
6. Define and illustrate Representative power.
7. Summarize the author's treatment of Memory.
8. Describe the Imagination; give its importance as a mental faculty, and illustrate its usefulness.

9. Define Thought-Knowledge.

10. What is a Concept?

11. State the nature of Reasoning; give the different kinds of Reasoning; distinguish the Inductive and Deductive methods of Reasoning.

12. Give the author's idea of a scientific arrangement of a System of Philosophy.

EXAMINATION IN POLITICAL ECONOMY—CHAPIN'S WAYLAND.

1. Define Political Economy.

2. What is Wealth? State some common errors respecting it.

3. Define Labor, and give its various forms.

4. What is Division of Labor, and how does it benefit Society?

5. Define Capital, and give its relations to Labor.

6. Give the leading considerations determining Wages.

7. What is Rent, and how many kinds of Rent?

8. Define Interest, and give the author's objections to Usury Laws.

9. What is Taxation, and for what purposes may taxes be lawfully imposed?

SPECIMEN OF WRITTEN EXAMINATION ON GENERAL HISTORY.

FINAL EXAMINATION, 1878–'79.

1. Mention the several divisions of General History.

2. What are the three periods of history of ancient Egypt? Give characteristics and dates of each period.

3. Give an outline history of the Assyrian Empire.

4. What part did the Phœnicians take in development of civilization?

5. Give the history, in outline, of the reign of Cyrus.

6. What was the legislation of Solon? What were the results of it?

7. Give a sketch of the age of Pericles.

8. Give an account of the division of the Empire of Alexander the Great.

9. What were the four great Festivals of Greece? Describe their influence.

10. Mention the several epochs of the history of the Roman Republic, giving dates and characteristics of each period.

11. What was the second Triumvirate? Give the outlines of its history.

12. Give an account of the most memorable act of Diocletian.
13. Describe the career of Attila the Hun.
14. Give an account of the origin of the Anglo-Saxons.
15. Give outlines of the origin and early history of the Saracens.
16. Mention the principal events in the career of Charlemagne.
17. Who were the Norman Kings of England, and what were the effects of the Norman Conquest?
18. What part did the Portugese take in maritime discovery?
19. Give an account of the massacre of St. Bartholomew's Era, and of events antecedent thereto.
20. Contrast the Stuarts and the Tudors.
21. Describe the two great Prime Ministers of the reign of George II, of England.
22. Give characters and history of the three leaders of the French National Assembly at the time of the Revolution.
23. Mention causes and results of the Battle of Waterloo.
24. Give the dates for the following events :

1. The Exodus.
2. Accession of Cyrus.
3. Battle of Marathon.
4. Death of Alexander.
5. Assassination of J. Cæsar.
6. Accession of Augustus.
7. Reign of Constantine.
8. Defeat of Saracens by Charles Martel.
9. Hildebrand made Pope Gregory VII.
10. Capture of Constantinople by the Turks.
11. Reign of Henry VIII of England.
12. Execution of Charles I of England.
13. Reign of Louis XIV of France.

7. SCHOOL OF THE BIBLE.

This School is not included among those which entitle to College Degrees, but is designed for young men who intend to enter the Gospel ministry. It is, nevertheless, open to all students; and it is hoped that many will avail themselves of the opportunity thus afforded of studying the Bible.

Young ministers pursuing this course are carefully advised with reference to the study of other branches; and special arrangements are made in their behalf, for instruction in English Grammar, Arithmetic, Geography and History.

No Certificate of Proficiency is given in this School.

The School comprises:

1. Biblical Introduction.
2. Biblical History.
3. Biblical Doctrines.
4. Ecclesiastical History.
5. Preparation and Delivery of Sermons.

TEXT-BOOKS.—Angus's Bible Hand-book; Smith's Old Testament History; Smith's New Testament History: Hovey's Manual of Theology and Ethics; Smith's Ecclesiastical History; Broadus's Preparation and Delivery of Sermons.

COMMERCIAL DEPARTMENT.

PROF. MILLS.

This Department is designed to prepare young men to make the calculations required in business transactions, and to keep faithful and systematic records of the same.

The course of study is:

1. Book-Keeping in Single and Double Entry, comprising complete sets of Retail, Wholesale, Jobbing and Importing, Commission Sales, Farming, and Administrator's Books.

2. Commercial Arithmetic, embracing an extended course in Commission, Stocks, Stock-jobbing, Stock Investments, Profit and Loss, Insurance, Custom House Business, Interest, Savings Bank Accounts, Discount, Banking, Foreign and Inland Exchange, Equation of Payments, Accounts Current and Partnership.

TEXT-BOOKS.—Groesbeck's Book-Keeping; Robinson's Progressive Higher Arithmetic.

Exercises in English.

In order to emphasize the importance of attention to spelling, punctuation, and the use of capitals, the student is required repeatedly, throughout his course. to correct and write out, in the presence of an Instructor, passages in English which have been put up in a mutilated form; and success in these exercises is essential to graduation. No attainments in the other languages, the sciences, or mathematics will be allowed to atone for the incorrect use of the English language.

Declamation.

Declamation is practised throughout the course, and no student is exempt from the performance of this duty. During the year preceding graduation, four original addresses are delivered, and the public are invited to be present.

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Examinations.

Each student is subjected to rigid daily examinations, and the result is estimated in numbers ranging from 0 to 100. He is also required to stand a written examination at the end of each quarter or term, at the option of the Instructor, and his paper is carefully examined and estimated in like manner. His grade of scholarship is determined by finding the arithmetical mean of the daily and quarterly or term examinations, and is communicated to the student at the close of each term.

At the written examinations, the student is not informed of the questions to be asked until he has entered the examination room; he is then required, without the aid of Instructors, books, or papers, to write his answers and submit them to the Professor for inspection and valuation.

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Degrees.

The Degrees conferred are Batchelor of Letters—B. L.; Batchelor of Science—B. S.; Batchelor of Arts—A. B.; and Master of Arts—A. M.

Any student obtaining seventy-five per cent. of the maximum of scholarship in each of the studies of a School, shall be entitled to a Certificate of Proficiency in that School.

To be entitled to BACHELOR OF LETTERS, the student must be a Proficient in the Schools of Latin, Greek, and Moral Philosophy, and in English Language and Literature.

To be entitled to BACHELOR OF SCIENCE, the student must be a Proficient in the Schools of Modern Languages, Mathematics, and Natural Science.

To be entitled to BACHELOR OF ARTS, the student must be a Proficient in the Schools of Latin, Greek, and Mathematics, and in English Language and Literature, Chemistry, Physics and Astronomy, Logic and Rhetoric, Mental and Moral Science, and Political Economy and History

To be entitled to MASTER OF ARTS, the student must be a Proficient in all the Schools except the School of the Bible.

In awarding the Valedictory and Salutatory Addresses at graduation, grade of scholarship is subordinate to Degrees—so that Master of Arts has precedence of Bachelor of Arts, and Bachelor of Arts has precedence of the co-ordinate Degrees of Bachelor of Letters and Bachelor of Science.

Reports.

At the end of each Term, a Report is sent to the parent or guardian of the student, showing his grade of scholarship and number of absences from recitation and religious exercises.

The object of these Reports is to maintain a constant communication with parents and guardians, to elicit their counsels and encouragements, and thus bring to bear practically and directly upon every student the influences of home. Prompt attention, therefore, it is hoped, will be given by patrons to the suggestions contained in these circulars. Every student is expected to deport himself as a gentleman. A young man cannot remain in the Institution, if his conduct renders him an improper associate, or if he does not seek to improve his opportunities.

Literary Societies.

The two Literary Societies hold, each, two meetings a week,—one for debate and composition, and the other for the transaction of general business; and it would be difficult to overestimate the importance of these organizations in imparting a knowledge of parliamentary law, and in stimulating young men to form habits of public speaking.

Worship.

The exercises of each day commence with religious services, which the students are required to attend.

A well organized Baptist Church worships every Sunday in the College Chapel and holds a prayer-meeting every Wednesday evening. Young men are required to be present at the Sunday morning service. Those who are members of Baptist Churches are urged to take letters from their churches at home, and during their stay at college, identify themselves thoroughly with Wake Forest Church.

In connection with the Church is a flourishing Sunday School, largely participated in by the students.

A students' prayer-meeting is held every Monday evening.

Cabinet of Minerals.

The collection of specimens is ample for illustrating the more important facts of science.

Thanks are due to the friends of the College who have kindly contributed to the Cabinet, and additional contributions are earnestly solicited.

Library and Reading-Room.

The Libraries formerly belonging to the Literary Societies have been consolidated into a College Library, which will compare favorably with that of any similar Institution in the South. By a very thorough classification of the books, the usefulness of the Library has been greatly enhanced. It is opened every day, when students and others are permitted to visit it, and under certain restrictions to consult or borrow books.

In connection with the Library is a large and well furnished Reading-Room, which is opened every afternoon. The Superintendent preserves the strictest order and decorum during the hours for reading, and students here find an excellent opportunity to acquaint themselves with current events by reading the best newspapers and magazines published in this country.

Certain friends have signified their intention to make donations of books to the Library, and it is hoped that their example will be followed by others.

Medals.

The Whitfield Latin Medal and the Silcox Greek Medal are awarded annually to the most successful students in the Schools of Latin and Greek respectively,—to be determined by a special competitive written examination.

The Declamation Medal is likewise annually awarded by a special competitive test.

Each Literary Society also awards a Medal for the greatest improvement in debate.

Telegraphy.

Provision has been made for giving thorough practical instruction in Telegraphy. Tuition, for the entire course, is $50.00.

College Expenses.

Tuition per Term of five months,	$ 30 00
Incidental fee,	3 00
Contingent deposit,	2 00
Library fee,	2 00

These charges are due in advance, and no deduction is made from them except in case of protracted sickness.

Board and Lodging.

Board, table fare, can be obtained in private families at $2.00 per week. Unfurnished rooms in the College Building are rented at $6.00 per term.—one-half paid by each occupant where two room together. Furnished rooms rent for $12.00 per term. Lodging can also be obtained in private families at moderate rates.

Several students have boarded themselves during the past session at rates lower than the above.

Calendar.

September 1—Commencement of the Session.

Fourth Friday in October, 7 o'clock, P. M.—Senior Speaking.

Second Friday in December, 7 o'clock, P. M.—Senior Speaking.

December 25 and 26—Christmas Holidays.

January 15—Commencement of Spring Term.

February 14—Anniversary Celebration of Literary Societies.

Easter Monday—Holiday.

Fourth Friday in April, 7 o'clock, P. M.—Senior Speaking.

Tuesday preceding the second Thursday in June—Annual Meeting of the Board of Trustees at 10 o'clock, A. M.; Address before the Alumni Association at 8 o'clock, P. M.

Wednesday—Address before the Literary Societies at 11 o'clock, A M.; Sermon to the Graduating Class at 8 o'clock, P. M.

Second Thursday in June—Commencement Day—Closing Exercises of the Session.

Commencement, 1880.

The Address before the Literary Societies will be delivered by D. R. WALLACE, A. M., M. D., of Waco, Texas; the Alumni Address by T. D. BOONE, A. M., of Murfreesboro', N. C.; and the Sermon before the Graduating Class by Rev. WAYLAND HOYT, D. D., of Brooklyn, New York.

Scheme of Recitations.

FALL TERM.

8¼ to 9¼	9¼ to 10.	10 to 10¾.	10¾ to 11½.	11½ to 12½.	12½ to 1½.
Moral Science.	French.	English Language.	Junior Greek.	Intermedi'te Latin.	Inter. Greek.
Mental Science.	Sen. Mathematics.	Latin Grammar.	Elemen. Algebra.	Physics.	Junior Latin.
Senior Latin.	Arithmetic.	Intermed. Math.	German.	Senior Greek.	Chemistry.
Elem'nt'ry Science	Bib. Introduction.	Zoölogy.	Bible Doctrine.	English Grammar and Analysis.	Book-Keeping.
Greek Grammar.		Geology, &c.		Eccles. History.	
Junior Math.		Bible History.			

SPRING TERM.

8¼ to 9¼.	9¼ to 10.	10 to 10¾.	10¾ to 11½.	11½ to 12½.	12½ to 1½
Logic.	French.	English Literature.	Junior Greek.	Intermed. Latin.	Interm. Greek.
Rhetoric.	Arithmetic.	Latin Grammar.	Elemen. Algebra.	Astronomy.	Junior Latin.
Senior Latin.	Bib. Introduction.	Inter. Mathematics	German.	Senior Greek.	Applied Chem'try.
Elemen'y Science.		Physiology.	Political Economy.	Rhetoric.	Evidences of Christianity.
Greek Grammar.		Botany.	History.	Composition.	
Jun. Mathematics.		Bib. History.	Bible Doctrine.	Prep. of Sermons.	

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